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STATEMENT OF ACTIVITIES 1987-88

State Board of Education
State Department of Education

STATE OF CONNECTICUT BOARD OF EDUCATION — 1989

State of Connecticut

William A. O'Neill, Governor

Board of Education

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Deputy Commissioner
Finance and Operations

Lorraine M. Aronson
Deputy Commissioner
Program and Support Services

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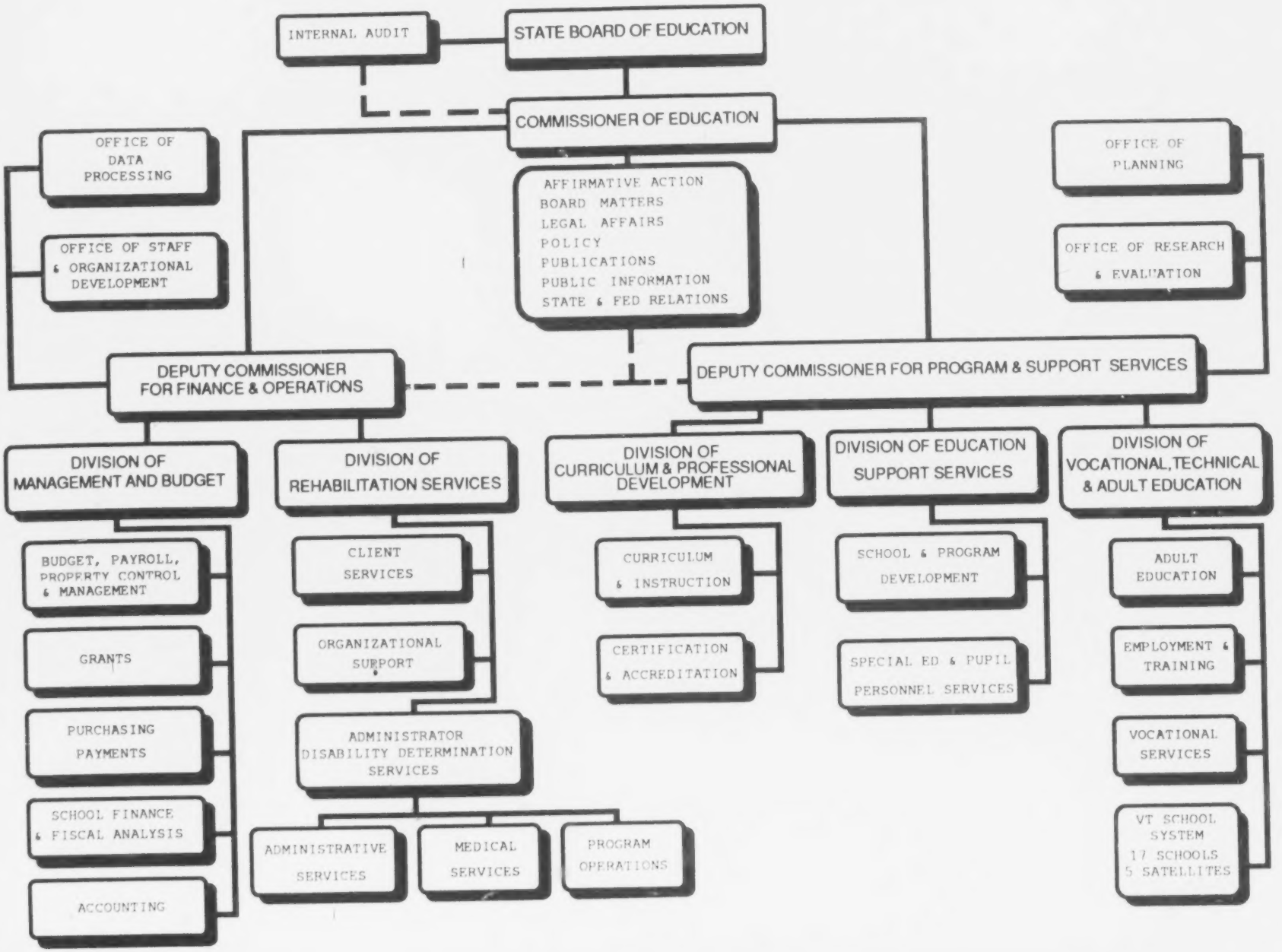
CONNECTICUT STATE DEPARTMENT OF EDUCATION



OVERVIEW

The second year of programs and activities under the landmark Education Enhancement Act demonstrated clearly—in some ways, dramatically—the success of the legislation's salary and professional development provisions, while administration of these grants and programs continued to be a central focus of State Department of Education activities.

Passed by the General Assembly in June 1986, the act makes available approximately $300 million for teacher salaries during 1986-87, 1987-88 and 1988-89, sets new certification standards and provides for innovative professional development opportunities for Connecticut educators. Through 1987-88, salaries for both starting and experienced Connecticut teachers had increased dramatically; experienced teachers were taking advantage of professional development opportunities established and funded by the legislation; and reports indicated that recruitment of qualified persons into the teaching profession in Connecticut is becoming easier.

A critical development in 1987-88 was a major new education equalization grant which should have a significant impact on funding for public education in Connecticut. The Education Cost-Sharing Grant, established by legislation during the 1988 session of the General Assembly, is the successor to both the salary sections of the Education Enhancement Act and the Educational Equalization Grant (Guaranteed Tax Base or GTB). The new grant, to be phased in over four years beginning in 1989-90, represents a major commitment by the state to continue to provide a financial base for educational equity and quality throughout Connecticut.

Other new legislation that will affect Department of Education activities in coming years includes a requirement that AIDS education be provided in the public schools, and the establishment of an interagency school-based demonstration family resource center program.

During 1987-88, several interagency activities—both expanded and new—continued to focus on identifying and meeting the diverse needs of learners disadvantaged (or potentially disadvantaged) by a variety of circumstances. Collaborative efforts provided preventive or remedial services to such learners of all ages, from children birth to age three to adults with limited English proficiency.

Organization and Responsibilities

The State Board of Education is responsible for assuring that each student in Connecticut's public schools is provided a suitable educational experience. In 1987-88, the schools enrolled 468,326 students (K-12), including students attending the 17 schools in the State Vocational-Technical School System.

A nine-member Board of Education decides policy, provides technical assistance to educators in local and regional school districts, protects the interests of the state by enforcing educational mandates, and serves as an advocate for both young and adult learners.

Members of the State Board of Education are appointed to four-year terms by the Governor, subject to the approval of the General Assembly. Chairman of the Board is Abraham Glassman, South Windsor, whose term continues until March 1, 1991. Other Board members who will serve until March 1, 1991, are A. Walter Esdaile, New Haven; Rita Hendel, New London; John Mannix, Wilton; and Julia Rankin, Ashford. Vice Chairman James J. Szerejko, Hartford; Warren J. Foley, North Canaan; Dorothy C. Goodwin, Storrs; and Humberto Solano,

M.D., West Hartford, will serve until March 1, 1989. Norma Foreman Glasgow, commissioner of higher education, is an ex officio member. The commissioner of education, who is the secretary of the Board and the administrative head of the Department, is appointed by the Board of Education. Gerald N. Tirozzi is in his second four-year term as commissioner.

The seven goals of the Board are:

I. To ensure equity for all children;
II. To improve effectiveness of teachers and teaching;
III. To improve skills for future employment;
IV. To improve and expand adult education programs;
V. To improve and expand early childhood programs;
VI. To improve the quality of instruction and curriculum; and
VII. To report on the condition of education in Connecticut.

The Board has adopted three additional operational goals reflecting its continuing commitment to high-quality state operated services:

VIII. Regional Vocational-Technical Schools;
IX. Rehabilitation Services; and
X. Agency Management.

This *Statement of Activities* report incorporates activities in support of these operational goals, as appropriate, under Major Achievements.

1987-88 Focus of the State Board and State Department of Education

Perhaps the most dramatic evidence of the impact of the Education Enhancement Act is data reflecting the change in salary levels of Connecticut teachers. The mean salary of Connecticut teachers and support staff in September 1987 was $34,170, an increase of $4,733 or 16.1 percent over the 1986 average pre-enhancement salary. The average salary of beginning teachers and support staff in 1987-88 was $20,712, an increase of 21.2 percent over the 1986 pre-enhancement level. In addition, 160 of the state's 166 school districts had starting salaries at or above $20,000—the minimum targeted by the Education Enhancement Act—compared to just 8 districts in 1986 prior to enhancement.

Provisions of the legislation that provide for systematic training and support for teachers entering the profession also reached milestones during 1987-88. The Cooperating Teacher Program was implemented and 1,000 teachers statewide were trained to serve as cooperating teachers, supporting and evaluating student teachers on a one-to-one basis. The Beginning Educator Support and Training (BEST) Program—which trains veteran teachers to serve as resources, peer coaches and confidants to first-year teachers—was piloted in 27 districts. During the year, 220 experienced educators were trained as mentors. Additionally, the Teacher Evaluation Planning Grant Program and the Career Incentive Planning Grant Program—both established by the Education Enhancement Act—provided funds to 80 and 64 districts, respectively.

Implementation of a three-tier certification system, as required by the Education Enhancement Act, was delayed by legislative action until July 1, 1989. The new continuum calls for three levels of certification—initial, provisional and professional—and development of detailed regulations to meet the requirements of the law continued throughout 1987-88.

The development of the Education Cost-Sharing Grant—designed to more equitably distribute state education dollars to students most in need and to reduce the spending and taxing disparities between the state's wealthiest and poorest districts—provides a base for continuing efforts to ensure educational equity and quality in Connecticut schools. Other activities addressing the issue of educational equity include the preparation of *A Report on Racial/Ethnic Equity and Desegregation in Connecticut Public Schools*. Presented to the State Board of Education in January 1988, the report documented growing racial isolation in Connecticut schools and asserted the fundamental principle that "segregation is educationally, morally and legally wrong." In response to the report, the Board directed the Department to study the issue further, solicit a wide range of public reaction and develop a report that specifically addresses possible cooperative approaches and voluntary efforts to reduce racial and ethnic isolation in Connecticut schools.

"Connecticut and Puerto Rico: An Educational Partnership," a formal two-year working relationship between the Connecticut State Department of Education and the Department of Public Instruction in Puerto Rico, was initiated in 1987-88. The partnership is aimed at addressing factors that impede the academic progress of Puerto Rican students who frequently move between Connecticut and the island.

Other cooperative efforts on behalf of learners who may be at risk of educational failure included several expanded or new interagency programs. The Department of Education worked with such agencies as the Departments of Children and Youth Services, Human Resources, and Health Services on projects ranging from refocusing child welfare services to providing appropriate learning opportunities to adults with specific job training needs. Legislative action in 1987-88 established additional interagency efforts, including a school-based demonstration family resource center program with the Department of Human Resources as lead agency. The program is to provide comprehensive child care services, remedial education and literacy services and support services to parents who are recipients of Aid to Families with Dependent Children and other parents in need of such services.

To better address the needs of Connecticut citizens who require rehabilitation services, the State Board of Education established a three-member Ad Hoc Rehabilitation Services Committee. Its charge is to review the relationship between the Board and the Division of Rehabilitation Services (DRS) and to make recommendations, including a plan of action, to address the concerns raised in the Final Report of the Legislative Task Force appointed to study the delivery of services to persons with disabilities. Pursuant to this report, the General Assembly directed the Office of Policy and Management to study the organization and operation of DRS and to make recommendations as appropriate.

The Board's priorities—equity, quality and a full range of learning opportunities for all Connecticut citizens from birth through adulthood—are exemplified in the programs and activities carried out by the Board's operating agency, the State Department of Education. Achievements are reported by divisions or by staff offices within the two deputy commissioners' offices. The Roman numeral(s) in parentheses after each achievement indicate(s) the Board goal(s) to which the activity relates most directly. In the case of agency accomplishments involving the collaboration of staff from several offices and divisions, the achievement is described in the section on the Office of the Commissioner.

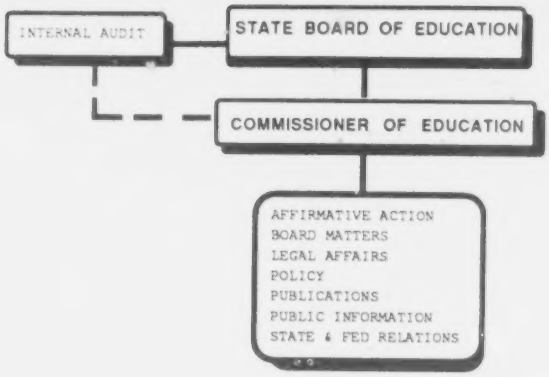
Table 1
State Department of Education
Resources

	General Fund					
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equipment	Grants and Other Payments
Management and Budget	112	$ 3,215,808	$ 1,092,045	-	$ 317,467	$904,916,818
Rehabilitation Services	8	379,617	6,658	-	-	3,973,904
Data Processing	9	341,761	281,065	-	-	-
Staff and Organizational Development	14	449,348	73,211	-	-	-
Curriculum and Professional Development	56	1,918,047	485,972	$ 105,000	-	13,655,189
Education Support Services	25	1,100,961	281,112	49,000	-	-
Vocational, Technical and Adult Education	32	1,228,834	607,265	1,170,046	-	2,547,147
Vocational-Technical School System	1,527	46,241,561	8,847,536	-	935,633	-
Planning	3	101,755	50,257	-	-	-
Research and Evaluation	18	680,415	555,153	1,008,092	-	-
Commissioner's Office	20	912,608	257,288	-	-	-
Internal Audit	9	305,595	65,976	-	-	-
Total	1,833	$56,876,310	$12,603,538	$2,332,138	$1,253,100	$925,093,058

General Fund	$ 998,158,144
Federal and Other Funds	$ 130,772,222
Department	$1,128,930,366

Federal and Other Funds					
Positions	Personal Services	Other Expenses	Equip-ment	Grants and Other Payments	Total
13*	-	-	-	-	-
296	$12,343,069	$5,226,237	$58,325	-	$ 17,627,631
0	-	-	-	-	-
1*	-	-	-	-	-
13*	45,845	81,995	-	$ 2,193,040	2,320,880
44	3,213,428	3,581,264	18,269	94,316,051	101,129,012
54	4,100,429	40,401	-	5,510,111	9,650,941
34*	-	-	-	-	-
1	43,758	-	-	-	43,758
10*	-	-	-	-	-
7*	-	-	-	-	-
-	-	-	-	-	-
473	$19,746,529	$8,929,897	$76,594	$102,019,202	$130,772,222

* These positions are supported by funds reported in other operating divisions of the agency.



The State Department of Education carries out, on a day-to-day basis, functions mandated to the Board in *Connecticut General Statutes:*

> ...general supervision and control of the educational interests of the state...[including] preschool, elementary and secondary education, special education, vocational education and adult education...provide leadership and...promote the improvement of education in the state...keep informed as to the condition, progress and needs of the schools...develop...evaluation and assessment programs designed to measure...the adequacy and efficacy of educational programs offered by the public schools...Submit to the governor...and to the [education] committee of the general assembly...a detailed statement of the activities of the board and an account of the condition of the public schools and the amount and quality of instruction....

The commissioner of education is the chief executive officer of the State Department of Education and is responsible for the overall management of the Department. Functions performed by staff of the commissioner's office are Affirmative Action, Board Matters, Legal Affairs, Policy, Publications, Public Information and State and Federal Relations.

Affirmative Action. For the purposes of this report, affirmative action activities are described in the section on the Office of Staff and Organizational Development (see page 11).

Board Matters. A member of the commissioner's staff provides liaison to the State Board of Education. This person furnishes the board with timely and accurate information relevant to issues under consideration by the Board, and records and documents Board actions in accordance with state law. This office also informs Department staff of Board actions relating to their areas of responsibility.

Legal Affairs. This office reviews contracts, agreements and regulations; handles complaints and inquiries regarding the educational interests of the state; and supervises Department participation in hearings, appeals and teacher-board of education conciliations and arbitrations. Staff also provides liaison with the state's Attorney General's Office and provides information about educational rights to Department staff, local school districts, parents and citizens. Oversight of the special education hearing system also is a responsibility of this office. Staff ensures that exceptional children and their parents, or other legally designated representatives, are afforded rights accorded to them in state and federal laws. A parent who fails to obtain satisfactory resolution of a problem concerning special education at the local level may request that the State Board of Education provide a hearing or mediation.

Policy. Functions include assisting in the coordination and development of Board and Department policy; supporting the commissioner in carrying out such policies; enhancing the image of the Department; facilitating communications with other organizations, groups and individuals; and assisting in the overall effectiveness of the Department.

Publications. This office is responsible for editing and producing Department publications, providing consulting services to Department personnel as they prepare materials for publication, and for maintaining the quality of the materials and publications issued by the Department.

Public Information. This office coordinates all contacts between the media and the Department and also responds to inquiries from the public, including calls to the Governor's Information Line. Staff members also develop materials for speeches, news releases, articles and Department publications. This office also maintains a clipping service and assists with the distribution of publications.

State and Federal Relations. At the state level, this office assists with all Department activities related to the executive and legislative branches of state government. The attorney who heads this office coordinates and guides the Department's proposed legislation package through the General Assembly and provides liaison with the Education, Appropriations and Finance committees for matters concerning legislation, regulations, funding and constituent concerns. Following each legislative session, all school districts and educational organizations are provided with up-to-date information on new laws concerning education. At the federal level, this office provides liaison with Congress and Washington-based or regional executive and legislative offices. To provide the Board and the Department with timely information regarding legislation and other actions that may affect education in Connecticut, staff also maintains contact with a host of national educational agencies and organizations.

Major Achievements

- The staff of the commissioner's office and personnel throughout the agency carried out many activities aimed at implementing the various provisions of the Education Enhancement Act. These included drafting comprehensive certification regulations to reflect the new three-tier certification continuum established by the legislation; assisting in designing an alternate route to certification; and developing methods and instruments for testing prospective teachers as required by the new law. In addition, the second year of the salary provisions of the Education Enhancement Act resulted in a significant increase in teachers' salaries statewide.

- In the critical area of teacher assessment, Connecticut and California formally entered into an agreement establishing an Interstate Consortium for New Teacher Assessments, with funding provided by a National Governors' Association grant. The Department also completed the first phase of the Connecticut Teacher Subject Knowledge Examination Program (CONNTENT), involving the statewide validation and standard setting for 10 National Teacher Examination tests. The new customized Connecticut Elementary Educator Examination was designed and test validation work in the remaining 14 subject areas was begun.

- The Institute for Teaching and Learning offered more than 150 professional development sessions for the state's teachers during the summer of 1987. Topics included early childhood, writing, arts, language arts, mathematics, science, social studies, special education, bilingual education, thinking skills and supervision. During the school year, the Institute also presented a series of conferences on substance abuse

prevention, language arts, children's literature, mathematics, physical education, professional development and Connecticut's Common Core of Learning.

- The Educational Equity Study Committee developed, and the General Assembly established by law, the Education Cost-Sharing Grant. The successor to both the salary sections of the Education Enhancement Act and the Educational Equalization Grant, the new grant is designed to more equitably distribute state education dollars to students most in need and to reduce the spending and taxing disparities between the state's wealthiest and poorest districts. To be phased in over four years beginning in 1989-90, the grant will cost $839.9 million in the first year.

- Under the state's mastery testing law, the Department tested all students in Grades 4, 6 and 8 in October 1987. The tests measure students' performance in mathematics and language arts (reading and writing) against standards established by Connecticut educators. The Department also undertook, for the first time, an analysis of how achievement, as assessed by the mastery tests, is related to the factors of gender, race, dominant language and economic status (based on student participation in the free and reduced-price lunch program).

- *A Report on Racial/Ethnic Equity and Desegregation in Connecticut Public Schools* was prepared by the Department and submitted to the State Board of Education in January 1988. The report documented growing racial isolation in Connecticut schools and asserted the principle that "segregation is educationally, morally and legally wrong." To provide a basis for discussion of the problem and exploration of solutions, the report included four broad recommendations that emphasized voluntary approaches to integrating Connecticut schools and introduced the concept of collective responsibility among school districts.

- The State Department of Education and the Department of Public Instruction in Puerto Rico entered into an agreement establishing "Connecticut and Puerto Rico: An Educational Partnership." The purpose is to address factors that impede the academic progress of Puerto Rican students who frequently move between Connecticut and the island. Teams of educators identified by both agencies participated in intensive one-week institutes in Puerto Rico and Connecticut, then worked together to develop proposals for further study.

- The Department administered the new Extended-Day Kindergarten Grant, providing funds to 13 towns to create new or expand existing extended-day programs. Staff also worked toward passage of revisions to the legislation that established the grant. The new provisions allow for one-year continuation grants of up to 25 percent of the original grant amounts.

- The Department participated in several interagency efforts on behalf of young children and their families, including the following:

  -- Birth to Age Three Services. Established in 1986 by an agreement among nine agencies, the purpose of this project is to coordinate programs and services of public and private agencies to support families with handicapped and at-risk infants and toddlers. The project operated its first demonstration center during 1987-88.

-- The Casey Child Welfare Initiative. Led by the Department of Children and Youth Services and the Office of Policy and Management, this initiative addresses changing the focus of the child welfare system from crisis intervention to family support and prevention.

-- The New Futures Initiative. The Department is working with other state agencies, the Bridgeport Public Schools and other public and private sector agencies in that city to improve services to students at risk of school failure, teenage pregnancy and dropping out.

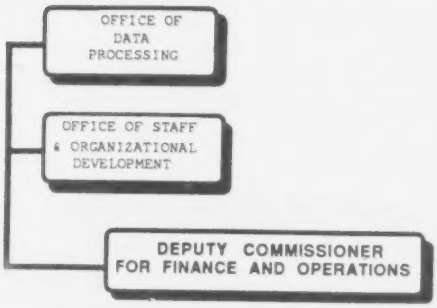
- To better serve adults with specific educational and related needs, the Department of Education and the Department of Human Resources led an interagency study of services to youth and adults with limited English proficiency. The Department of Education also entered into an agreement with the Department of Income Maintenance to assess the basic skills levels of recipients of Aid to Families with Dependent Children and clients of the Job Connection, and to provide these individuals with appropriate referrals for education and training.

- Pursuant to legislation passed the previous year, the Department developed a detailed plan for a comprehensive statewide evaluation of special education programs and requirements. The three-year study (1988-89, 89-90, 90-91) will evaluate programs and student outcomes. Programs for students with special educational needs have been in place in Connecticut for more than 20 years.

- Legislation was passed requiring local boards of education to provide, beginning with the 1989-90 school year, "planned, ongoing and systematic instruction on acquired immune deficiency syndrome (AIDS)." The law also requires the State Board of Education to provide relevant instructional materials to local districts. In anticipation of this need, the Department of Education, in conjunction with the Department of Health Services, developed a Special Topic Curriculum Resources packet on AIDS for the primary and elementary levels. (A similar packet for the secondary level was developed and disseminated during the previous year.) In addition, the Department significantly increased the amount of staff time devoted to teacher and administrator training on AIDS.

- The Vocational-Technical School System opened the Platt Sikorsky Memorial Satellite in Stratford, with an avionics and aviation emphasis.

- During 1987-88, the Department published four issues of *Challenge Update*, a widely circulated newsletter containing a message from the commissioner and presenting the viewpoint of Connecticut educators about current issues. The publication's format was revised and expanded to allow for a more thorough treatment of each subject. Special topics included exemplary teachers, their philosophies and methods; children at risk of educational failure; Connecticut's Common Core of Learning; and gifted and talented learners.


OFFICE OF DATA PROCESSING
OFFICE OF STAFF & ORGANIZATIONAL DEVELOPMENT
DEPUTY COMMISSIONER FOR FINANCE AND OPERATIONS

Two of the Department's four staff offices—the Office of Data Processing and the Office of Staff and Organizational Development—report to the Deputy Commissioner for Finance and Operations. Both offices provide services that contribute to the efficient operation of the agency and its five divisions, making it possible for them to accomplish the Board's educational goals.

Data Processing. This office provides computer services for the entire Department. The staff is responsible for the acquisition of computer hardware and software, and for the maintenance, enhancement and support of all Department computer programs and systems.

The staff coordinates computer resource management and application development (both data processing and word processing) as well as training, monitors major projects, and provides the automation resources and support to help the Department meet its management goals. An annual computer fair offers automated demonstrations to the professional and clerical staffs to increase their awareness of the constant improvement in data collection and analysis through the use of the computer and peripheral equipment. Office automation allows the Department's employees to be more productive and gives them additional problem-solving tools to meet the goals and objectives of their respective bureaus and offices.

Office of Staff and Organizational Development. This office coordinates all agency personnel functions and assignments, including evaluations, training and development of agency staff. It also is responsible for ensuring that all personnel are treated equitably as part of the agency's Affirmative Action Plan and state and federal labor relations laws and regulations.

The personnel unit assists agency personnel in the development and processing of all personnel actions, including hiring, promotion and retirement. Staff members coordinate recruitment, assignment and training of classified and unclassified personnel; develop and administer the annual evaluation of all Department personnel; administer the Department's labor relations functions; coordinate staff development and training activities; and maintain all vital records.

The affirmative action unit is responsible for the development and implementation of the State Department of Education's Affirmative Action Plan pursuant to Connecticut General Statutes 46a-68. The staff reviews all personnel actions to ensure equal employment opportunity, trains Department staff in fair employment practices, processes internal affirmative action grievances and coordinates with the Commission on Human Rights and Opportunities on discrimination complaints filed against the Department.

Major Achievements

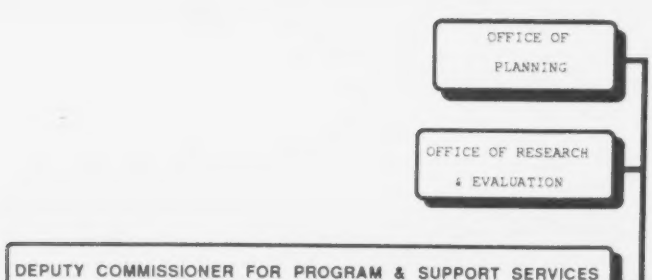
Data processing computer programs and systems development which have impacted on Department operations and public education (Goal IX—Agency Management) include:

- Achieved additional enhancements to the Personnel Expenditure System, resulting in a more comprehensive on-line system which runs on the Department's Wang VS7310 computer.
- Implemented enhancements to the Teacher Certification System which were mandated by legislative action.
- Secured enhancements to the Personnel Affirmative Action Payroll Information System.
- Implemented new sampling programs for the Inventory System.
- Developed new programming for the child nutrition module for the Bureau of Grants Processing.
- Generated enhancements to the Attendance System.
- Developed additional automated grants processing procedures.
- Provided more enhancements to the Department's automated procedures manual, available to employees through their computer workstations.
- Offered in-service training in Lotus 1-2-3, applications software, on the professional computer for Department staff.
- Coordinated word processing training for the agency.
- Organized the annual computer fair which provides Department employees with exposure to state-of-the-art technology in office automation and computerized operations.
- Coordinated the updating of the five-year *Long-Range Data Processing Plan*.
- Procured additional electronic office equipment to support the programs and operations of the Department.

The Office of Staff and Organizational Development had primary responsibility for the following accomplishments:

- Developed comprehensive Affirmative Action Plans in December 1987 and June 1988 which were adopted by the Board. (Board Goal I)
- Reviewed and monitored the selection process for more than 210 unclassified professional and managerial appointments in order to ensure conformance with the established objectives in the Affirmative Action Plan. (I)

- Coordinated the resolution of 20 discrimination complaints filed with the Commission on Human Rights and Opportunities. (I)
- Coordinated with the Department of Administrative Services in-service training for 130 State Department of Education staff. (I)
- Delivered equal employment opportunity training to 21 managers and agency professional staff. (I)
- Participated in the initiatives to address racial equity in Connecticut schools through the Department's Racial Equity Committee. (I)
- Participated in the development of a recruitment plan for the Vocational-Technical School System. (I)
- Coordinated a promotion review system for professional staff of the State Department of Education which has resulted in the promotion of more than 25 professional staff within the professional unclassified series. This system evaluates the accomplishments and contributions of staff under review. (II)
- Developed and implemented a proposal for management training focused on managerial effectiveness. (II)
- Coordinated collective bargaining negotiations with the State Vocational Federation of Teachers, and Education Administrators. (II)
- Provided training to agency managers on the implementation of the agency's professional planning and evaluation system. (II)
- Worked with the Commissioner's staff to develop agency organizational values. (II)
- Developed an agency sabbatical leave policy and process for education professional and managerial staff. (II)



The Office of Planning and the Office of Research and Evaluation report to the Deputy Commissioner for Program and Support Services.

Office of Planning. The staff coordinates activities related to the State Board of Education's five-year plan, *Design for Excellence: Connecticut's Comprehensive Plan for Elementary, Secondary, Vocational, Career and Adult Education, 1986-1990*. The office is responsible for long-term planning related to programs and services provided by the Department and serves as a base for ad hoc departmental committees convened to address educational issues, particularly issues which have implications for several divisions of the agency. Staff responsible for the Program Compliance Review (PCR) process, the comprehensive program monitoring system, is housed in this office.

Office of Research and Evaluation. The Office of Research and Evaluation (ORE) performs a series of functions in the areas of assessment, testing and evaluation, data collection and analysis, and research services. Through this research and evaluation capacity, the office provides Department staff, Connecticut educators and citizens with the information needed to direct and operate the public elementary and secondary schools of the state. The office prepares information, regularly and on request, in forms useful to state and local policy makers and program managers. This includes research findings, program evaluations, policy analyses, reports on Department activities and on the condition of education in the public schools. Additionally, ORE has designed and implemented several large-scale testing and assessment systems to provide information on the competence of students and prospective teachers. The work of the office relates directly to the seven State Board of Education goals for public education.

Major Achievements

The Office of Planning assumed primary responsibility for the following activities:

- Coordinated the preparation of the agency's annual plan of action to carry out the Board's five-year policy plan, *Design for Excellence: Connecticut's Comprehensive Plan for Elementary, Secondary, Vocational, Career and Adult Education, 1986-1990*. The 1988 Action Plan provided extensive detail on the agency's administration of programs and operations, anticipated outcomes of program measures, major activities, estimated target completion dates and fiscal year 1987-88 cost implications related to each Board goal and objective. The primary use of the Action Plan is for Department staff to monitor progress during the year and to systematically report results and accomplishments to the Board.

- Contributed to the agency's report on the Board's Indicators of Success. This report provides an update on the progress of implementing the Board's seven goals for the Department and five statewide goals for students for the five-year period covered by the Comprehensive Policy Plan. Taken as a whole, information and trends identified in the report focused concerns on students at risk of educational failure and on disparities which continue in educational outcomes for certain groups. For example:

  -- mastery tests have identified substantial needs for remedial programs;
  -- the disparity in graduation rates among white, black and Hispanic students continues to be unacceptably large; and
  -- for those young adults who do not complete their high school education, the unemployment rate continues to be double that for high school graduates. (Board Goal VII)

- Provided leadership in intradepartmental, interagency and other statewide efforts on behalf of youth at risk. As part of the State Board's policy on dropout prevention, convened a 21-member departmental students at risk initiative group and a 12-member interagency at-risk youth team to facilitate the planning, implementation and evaluation of programs for students at risk of academic failure and dropout. Topics covered for 1987-88 included the development of potential measures of Connecticut's at-risk youth population, dropout and truancy prevention, substance abuse prevention, AIDS prevention education, teen pregnancy prevention, school-based health clinics, young parents programs, suicide prevention, racial isolation, the Connecticut/Puerto Rico Educational-Cultural Partnership, school-to-work transition for youth with disabilities, child-welfare reform, and the education of homeless children. (I)

- Coordinated agency expertise in preparing the joint report of the Departments of Education and Human Resources entitled *Connecticut's Response to Limited English Proficiency,* with the assistance of the State Level Working Team for the Education and Training for Employment of Limited English Proficient Out-of-School Youth and Adults. (IV)

- Contributed to the three-year interagency plan under development by the Governor's Interagency Advisory Committee on the Prevention of Youth Substance Abuse, which is assisted by the Office of Policy and Management. (I)

- Reviewed ten state and federal programs in 58 school districts and two regional educational service centers using the Department's coordinated monitoring system, the Program Compliance Review (PCR) process. Planned for the addition of five new programs for the 1988-89 year: Professional Development, Teacher Evaluation, Career Incentives, Drug-Free Schools and the Title II Grants. (VII)

Highlights of the accomplishments of the Office of Research and Evaluation for 1987-88 are as follows:

- Produced some 33 state and federal research and statistical reports and provided special enrollment projections for 42 school districts. (Board Goals I, II, III, IV, VI, VII)

- Prepared and transmitted to the legislature the mandated first statewide demographic and fiscal analyses on special education, as well as the plan for evaluating Connecticut's special education programs. (I, VII)

- Gathered and analyzed data on minority students and staff, nonpublic schools, and graduate follow-up activities of public and nonpublic school students, and completed the second phase of the Connecticut teacher supply and demand research. (I, II, III, VI, VII)

- Prepared the second report on the Board's Indicators of Success. (VII)

- Administered the statewide Connecticut Mastery Testing Program in Grades 4, 6 and 8 to some 100,000 students; produced 25 customized district research reports; and implemented new computer software, Mastery Test Information Systems (MTIS), to assist districts in instructional uses of mastery test information. (I, VI, VII)

- Published the Connecticut Assessment of Educational Progress (CAEP) Program summary reports in foreign language and industrial arts (small engine, graphics and drafting). (III, IV, VI, VII)

- Completed in-depth program evaluations of the Summer School Grant Program and the Institutes for Teaching and Learning (ITL), and launched statewide program evaluations of the Cooperating Teacher, Mentor Teacher, Compensatory Education, Bilingual Education, Dropout Prevention and Birth-to-Three programs. (I, II, V, VI, VII)

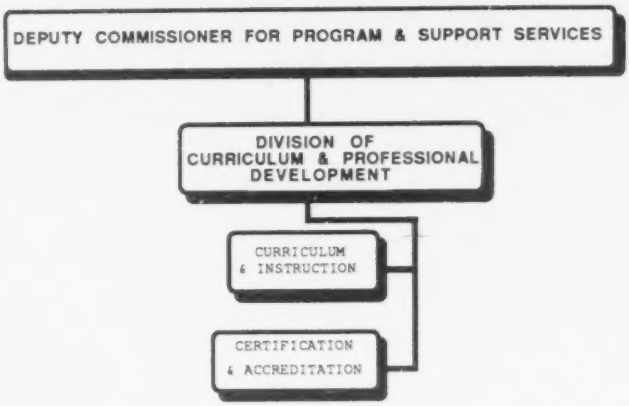
- Conducted four administrations of the Connecticut Competency Examination for Prospective Teachers (CONNCEPT) for some 3,600 prospective teachers, and produced and disseminated CONNCEPT handbooks to prepare for the exam, as well as a *Two-Year Summary Report, 1985-86 and 1986-87*. (II, V, VII)

- Completed the first of three phases of the Connecticut Teacher Subject Knowledge Examination Program (CONNTENT) involving the statewide validation and standard setting for 10 National Teacher Examination (NTE) tests, designed the new customized Connecticut Elementary Educator Examination and initiated test validation work in the remaining 14 subject areas. (II, VI, VII)

- Completed the development and the initial content validation work on the Connecticut Competency Instrument (CCI), with direct participation of Connecticut educators. (II)

- Developed and began implementation of the Beginning Educator Support and Training (BEST) Assessment Program, involving 27 pilot school districts and training state assessors. (II, VI, VII)

- Received a National Governors' Association (NGA) grant to establish with California an Interstate Consortium for New Teacher Assessments. (II)


DEPUTY COMMISSIONER FOR PROGRAM & SUPPORT SERVICES
DIVISION OF CURRICULUM & PROFESSIONAL DEVELOPMENT
CURRICULUM & INSTRUCTION
CERTIFICATION & ACCREDITATION

Who is teaching and what is being taught—perhaps the most important elements in the educational process—are the concerns of the Division of Curriculum and Professional Development. The division seeks to help local school districts develop and improve curriculum offerings, and to enhance teacher and administrator competency.

The activities of the Bureau of Curriculum and Instruction focus on curriculum content and sequence, graduation requirements, the Common Core of Learning which articulates expectations of all high school graduates, supporting and assessing new teachers, recognizing outstanding career teachers and continuing in-service education for educators. The Bureau of Certification and Accreditation focuses on developing and implementing the certification requirements.

Bureau of Curriculum and Instruction

Professional staff members provide consultative services and information concerning the content of programs of instruction in the state's public schools, preservice and in-service education and use of technology.

Curriculum development. To assist local school districts to provide mandated "planned, ongoing and systematic programs of instruction," specialists in the curriculum areas of the arts, foreign language, language arts (including reading, writing, speaking and listening), health and safety education, mathematics, physical education, science and social studies provide consultation and materials. Additionally, members of the staff assist local school districts in developing and implementing developmentally appropriate kindergarten programs. All consultants frequently hold local, regional and statewide workshops, meetings and conferences on topics of interest and concern to those attending. They also serve as a resource to other State Department of Education units, state agencies and the public. Staff in this unit administer two federal grants, the Title II grant for Science/Math/Foreign Languages and a grant for drug and alcohol prevention.

The staff works with the State Board of Education Advisory Council for School Approval, comprised of representatives of public and private schools and accrediting organizations, to provide nonpublic schools in the state with an opportunity to assure their clients that their education programs conform to standards established by the State Board of Education. Administration of the approval process also is the responsibility of this unit. Other responsibilities are providing parents with information about nonpublic schools and maintaining records of closed schools.

In 1976, the State Board of Education adopted a policy regarding parental requests to educate children at home. The staff monitors implementation of Department guidelines and approves processes used by local boards of education which have legal authority to determine if the instruction a child would receive at home is equivalent to that offered by public schools.

Early childhood education. Consultants in early childhood education have expertise about the development of children from birth until they are ready to enter the primary grades. The staff seeks to ensure that all of the state's young children have access to quality learning experiences before they enter kindergarten. Serving both public and nonpublic early childhood programs, staff members encourage research on early childhood education practices, disseminate research results, and seek to expand professional development activities for early childhood educators. They also collect data and information for planning and evaluation activities and administer the following grants:

- the Preschool Grant Program (which supports training, technical assistance and service to benefit children with handicaps from age three to five);
- the Young Parents Program (which provides quality care for the children of young parents and a planned program for the young parents themselves while they finish high school); and
- the Early Childhood Demonstration Coordination Center (which provides assistance to families and professionals in North Central Connecticut in identifying and coordinating screening assessment and program services for infants and toddlers about whom there are developmental concerns).

The staff also establishes criteria for and administers the licensing and approval of educational components of the early childhood education programs in public schools and day care centers.

Learning Resources and Technology. Staff members of this unit provide technical assistance to help local schools and school libraries develop programs and acquire facilities for the effective use of computers and television in instruction. They also administer the Department's instructional television service, selecting and scheduling programs for broadcast to the schools by Connecticut Public Television, and each year publish a guide to the programs for distribution to the schools. Another function is to encourage cooperation among the State Department of Education, local school districts, regional educational service centers, cooperative library service units and the State Library. The staff also administers a state-funded competitive grant program in telecommunications.

Professional development plans and programs. To ensure continuing professional growth among teachers, the staff of this unit provides leadership and assistance to local school districts and institutions of higher education in the form of preservice and in-service teacher education. The staff also assists individual districts in the preparation of their professional development plans, which are required by law. In addition, this unit administers the Teacher of the Year program to encourage and recognize excellence in teaching, and the Celebration of Excellence program, which identifies and disseminates information about exemplary curriculum projects and provides recognition for the teachers who designed them. The unit also administers state grants for teacher evaluation and career incentives.

The programs of The Institute for Teaching and Learning, initially offered in the summer of 1984, have proven extremely popular. About 3,000 teachers applied for the 600 available spaces at the first institutes for teachers and administrators. In 1985, an appropriation of $1.53 million enabled the Department to triple the number of participants. Another increase in funding, to $2.5 million for 1986-87, allowed the Institute to present more than 130 summer sessions for 3,100

teachers during the summer of 1986 and a series of conferences during the 1986-87 school year. By 1987-88, the number of conferences presented had increased to eight and the number of summer institutes to 158. A grant of $2.8 million allowed the Institute to serve more than 4,000 teachers and administrators.

The unit also is responsible for the approval process by which the state's 13 teacher preparation programs undergo self-evaluation and for on-site evaluation by external visiting teams.

Finally, in 1987-88 the unit was responsible for implementing the Beginning Teacher Support and Assessment Program in 27 pilot districts. It also implemented the Cooperating Teacher Program in five consortia groups around the state.

Bureau of Certification and Accreditation

This bureau is responsible for issuing to eligible teachers and administrators the certificates necessary for employment in local school districts, vocational-technical schools, regional educational service centers, unified school districts I, II and III, and approved special education facilities.

An annual survey of the certification of all education employees subject to certification ensures that all school personnel hold appropriate certificates in compliance with statutes and regulations concerning certification.

Approximately 16,000 applications were reviewed and 12,000 certificates were issued in 1987-88.

Major Achievements

The accomplishments of the Division of Curriculum and Professional Development relate particularly to State Board of Education Goals II, V and VI.

- Reviewed yearly updates of five-year plans for professional development submitted by local school districts in compliance with the statutory requirement to develop five-year plans for ongoing and systematic professional development, and granted $2.5 million in professional development entitlement grants to implement the plans. (Board Goal II)

- Offered, during the summer of 1987, more than 150 professional development sessions for the state's teachers in the areas of early childhood, writing, arts, language arts, mathematics, science, social studies, special education, bilingual education, thinking skills and supervision. (II)

- Presented, during the 1987-88 school year, a series of conferences on substance abuse prevention, language arts, children's literature, mathematics, physical education, professional development and the Common Core of Learning. (II)

- Continued to purchase services from the Educational Products Information Exchange (EPIE), which provides up-to-date evaluation of computer software programs for education. The EPIE information is made available to local school district staffs through the regional educational service centers. (VI)

- In cooperation with the Office of Research and Evaluation, analyzed and disseminated the results of the 4th, 6th and 8th grade mastery tests and the results of the CONNCEPT examination for prospective teachers. (II)

- Conducted six regional workshops to disseminate the information contained in teacher handbooks on 4th, 6th and 8th grade mastery testing in language arts and mathematics. (II)

- Administered the extended-day kindergarten grant and funded 13 towns for these programs. (V)

- Administered the Teacher Evaluation Planning Grant and the Career Incentive Planning Grant, funding 80 districts and 64 districts, respectively. (II)

- Funded nine districts with money for telecommunications implementation grants. (VI)

- In cooperation with the Office of Research and Evaluation, developed highlights and summary reports for the Connecticut Assessment of Educational Progress (CAEP) foreign language assessment. School districts and professional organizations in foreign language can use the results to improve instruction in foreign language. (VI)

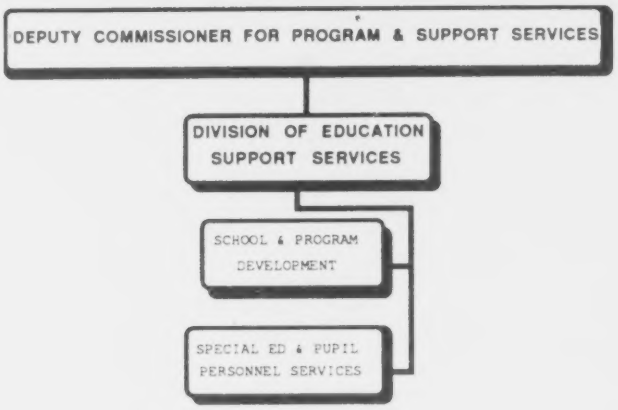
Table 2
Division of Curriculum and Professional Development
Resources

	General Fund					
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equip-ment	Grants and Other Payments
Division Director	3	$ 115,143	$ 1,748	-	-	$13,655,189
Bureau of Curriculum and Instruction	34	1,321,585	396,252	-	-	-
Bureau of Certification and Accreditation	19	481,319	87,972	$105,000	-	-
Division Total	56	$1,918,047	$485,972	$105,000	-	$13,655,189

- Developed and conducted the third Celebration of Excellence program, which identified and disseminated information about 90 exemplary curriculum projects designed by 90 selected teachers. (II)
- Drafted comprehensive certification regulations to reflect the new three-tier certification continuum established by the Education Enhancement Act. (II)
- With the Department of Higher Education and the Institute for Effective Teaching, continued to develop a design for the alternate route to teaching. (II)
- Revised the certification application process to allow applicants to have better knowledge of their application status and to incorporate new testing requirements. (II)
- Piloted the Beginning Educator Support and Training Program in 27 pilot school districts and trained 220 educators to serve as mentors in this program.
- Implemented the Cooperating Teacher Program and trained 1,000 educators to serve as Cooperating Teachers.

	Federal and Other Funds				
	Positions	Personal Services	Other Expenses	Equip-ment	Grants and Other Payments
	-	-	-	-	-
	6 *	-	-	-	-
	7	$45,845	$81,995	-	$2,193,040
	13	$45,845	$81,995	-	$2,193,040

* These positions are supported by funds reported in other operating divisions of the agency.


DEPUTY COMMISSIONER FOR PROGRAM & SUPPORT SERVICES
DIVISION OF EDUCATION SUPPORT SERVICES
SCHOOL & PROGRAM DEVELOPMENT
SPECIAL ED & PUPIL PERSONNEL SERVICES

The Division of Education Support Services includes the Bureau of Special Education and Pupil Personnel Services and the Bureau of School and Program Development. This division is responsible for strengthening and monitoring a variety of services to increase learning opportunities for students with special needs, and for increasing school effectiveness. Division activities include approving special education programs in private schools, ensuring that exceptional children and their parents are afforded their rights under the law, providing assistance to local school districts which elect to pursue a school-based educational improvement program and providing local school districts with support to improve school and program practices that lead to equity and equal educational opportunity for all students.

Bureau of School and Program Development

The activities of the bureau cover a wide range of services provided to local school districts to help them serve the needs of disadvantaged student populations.

Chapter 1 of the federal Education Consolidation and Improvement Act (ECIA) provides local school districts with funding to benefit low-achieving children attending public schools. Also included are services to eligible children in nonpublic schools, children of migratory workers, and institutionalized, neglected and delinquent children. In 1987-88, $37.5 million in entitlement grants were sent to local school districts to serve approximately 54,000 students. In addition, $2.7 million in migrant grants were awarded to 10 school districts, and approximately $1 million were awarded to institutions serving neglected and delinquent children and to correctional institutions serving young adults under age 21.

Chapter 2 of ECIA is divided into three subchapters: (A) basic skills instruction; (B) improvement and support services such as instructional materials and equipment, guidance counseling and testing, staff and management development, and voluntary desegregation; and (C) special projects such as arts in education, health and environmental education, gifted and talented programs and career education.

For 1987-88, $5.8 million in Chapter 2 federal funds were awarded Connecticut. Approximately $4.9 million in entitlement grants were sent to local school districts for use for any of the subchapter purposes. In addition, funds were available for competitive grants, race desegregation, and the regional educational service centers.

Education Evaluation and Remedial Assistance Act (EERA). The unit monitors local school districts' implementation of their remedial assistance plans to identify and serve children in need of remediation, including those who fall below the remedial standards on Connecticut Mastery Tests at Grades 4, 6 and 8. In 1987-88, $9,479,000 were provided for supplementary services for low-achieving public and nonpublic students.

Summer School Incentive Program. The bureau administered the state Summer School Incentive grant program for the third year. Eighteen school districts served approximately 4,000 students with $1,063,000 in grant funds.

School development. Technical assistance to schools which have a substantial number of socioeconomic and/or educationally disadvantaged students is provided so that they may develop the internal capacity for self-renewal, to improve instruction and to increase student learning. In addition, supportive and advisory services are provided to all schools regardless of student need. During 1987-88, 50 elementary and secondary schools participated in school effectiveness programs.

Bilingual education. This program provides supplementary funding to local education agencies that are required to implement bilingual education programs as specified in Sections 10-17b-g of the Connecticut General Statutes. Local education agencies required to provide bilingual education programs are those that have been identified as of October 1 of the previous year as having 20 or more students in any public school building whose dominant language is other than English and whose proficiency in English is not sufficient to assure equal educational opportunity in the regular school program.

In 1987-88 nearly 12,000 eligible students were served by bilingual education programs in 12 school districts.

In addition, programs in the areas of national origin, race and sex equity provide assistance to local school districts to improve educational opportunities for students with special needs through statewide, regional and local workshops and conferences on equity issues. State- and federally-funded equity programs, as appropriate, are monitored for compliance.

Child nutrition. Staff administer several USDA-sponsored child nutrition programs operating in local school districts, units of local governments, and certain private nonprofit organizations providing meals for children. In addition, information about foods and nutrition is provided to children, teachers and food service personnel in schools, institutions and centers participating in the Nutrition Education and Training program.

The School Breakfast program ensures that children who are in the greatest need will have a chance to get a nutritious breakfast at school. With a more nutritious start each day, these children are more alert, more ready to learn and experience a more positive educational experience.

There are 30 school districts with 278 schools designated as "severe need" schools. During the 1987-88 school year, 77 school buildings participated in the program, serving 32,927 children.

State Student Advisory Council on Education (SSACE). The SSACE provides a means of direct communication between the State Department of Education and public school students. The council is comprised of 27 students in Grades 10-12, selected on a rotating basis. Local nominating committees identify candidates and then a state nominating committee recommends appointments; 19 members represent the state's six congressional districts and the commissioner of education appoints eight members to assure appropriate representation of minority and disabled students, range of academic ability and affiliation with other statewide student

organizations. The students review, from a state perspective, important educational issues and make recommendations based on these reviews.

Law-related education program. This program is a cooperative effort involving the Connecticut Bar Association, the Connecticut Consortium for Law-Related Education and the State Department of Education. The purpose is to strengthen civic and legal education in Grades K-12 by providing assistance in curriculum development and teacher training. Teachers are encouraged to focus on positive, interactive methods of teaching about law and citizenship. Special events such as the Mock Trial Competition, Junior Debate Program and the Court Visitation Program are held each year.

Bureau of Special Education and Pupil Personnel Services

The focus of this bureau is to improve the quality of special education instruction and student support services by (a) providing direct technical assistance to local school districts, public agencies and private schools educating students with handicaps; (b) monitoring to ensure compliance with statutory requirements; (c) mediating disputes between school districts/agencies and parents; (d) administering due process and complaint procedures; and (e) distributing federal entitlement and discretionary funds to school districts/agencies for the provided purposes.

Compliance review. Monitors school district and state agency practices and procedures to ensure compliance with state and federal special education laws and regulations. Provides technical assistance to and investigates private schools seeking special education program approval, and provides recommendations concerning approval to the State Board of Education.

Due process. Provides mediation and schedules formal hearings to ensure the due process rights of children with handicaps and their parents under state and federal laws and regulations. In addition, complaints involving special education matters are investigated.

Federal programs. Distributes entitlement funds under federal Public Laws 89-313 and 94-142 to school districts and eligible agencies to assist them in providing supplementary special education and related services to children with handicaps. Assists in the granting or contracting of state-share and other discretionary funds under P.L. 94-142 to public and private agencies. A Special Education Resource Center is operated with federal handicap funds.

Program development/technical assistance. Develops guidelines for the provision of education and related services to handicapped and gifted/talented children. Provides technical assistance to school districts/agencies in the provision of educational and related services to handicapped and gifted/talented children.

Student support services program. Primarily concerned with the developmental, preventative and remedial services available within general education. Develops guidelines and reviews and evaluates local school district program operations in school psychology, social work, health, guidance and counseling services.

AIDS education program. In collaboration with the State Department of Health Services, the program provides technical assistance in AIDS education to local education agencies by offering current information on AIDS and its prevention and training of school staff.

Surrogate parent program. This legislatively mandated program provides for the appointment of surrogate parents when the parent(s) or guardian(s) of a child who may require special education are unknown or unavailable, or the child is a ward of the state. These surrogate

parents represent the child in the educational decision-making process. The majority of the children served by the program are committed to the guardianship of the Department of Children and Youth Services and may reside in foster homes.

Major Achievements

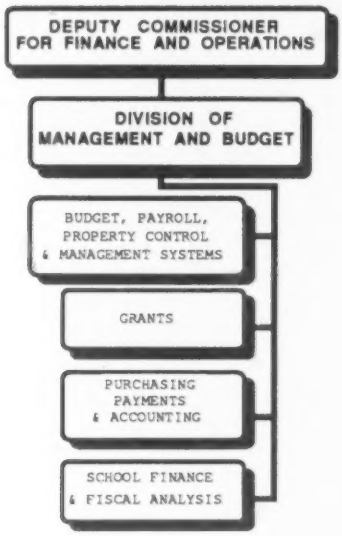
- *A Report on Racial/Ethnic Equity and Desegregation in Connecticut's Public Schools* was prepared for presentation to the State Board of Education. (Board Goal I)
- Through the Special Education Resource Center, in-service training was provided to more than 6,000 special education, regular education, and pupil personnel staff and parents of children with handicaps. (I, II, VI)
- The Department was awarded federal funds under the Stewart B. McKinney Homeless Assistance Act to provide programs to meet the needs of homeless individuals and families. An initial $50,000 was received to plan for the program. (I)
- Approximately 12,000 students from 12 local school districts were served in state-mandated bilingual education programs. (I)
- Approximately 60,000 students from 146 local school districts received supplemental educational programs and services under Chapter 1 ECIA and the State Compensatory Education grant program. (I, VI)

Table 3
Division of Education Support Services
Resources

	General Fund					
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equipment	Grants and Other Payments
Division Director	4	$ 169,776	$ 29,186	-	-	-
Bureau of School and Program Development	12	500,472	77,152	-	-	-
Bureau of Special Education and Pupil Personnel Services	9	430,713	174,774	$49,000	-	-
Division Total	25	$1,100,961	$281,112	$49,000	-	-

- Nearly 79,000 handicapped or gifted students received special education programs and services in the public and private schools of the state. (I, VI)
- The Department received a competitive grant from the Centers for Disease Control to promote school health education to prevent the spread of AIDS. (VI)
- Eighteen school districts were awarded grants for the 1987 Summer School Incentive Program. Approximately 4,000 pupils from 65 school districts were served. (I, VI)
- A handbook for the evaluation of curriculum materials entitled *Identifying and Counteracting Bias in Instructional Materials* was developed and disseminated. (I, II)
- The Primary Mental Health program was in operation in nine school districts. The program provides early intervention services to kindergarten to Grade 3 children in regular education classes who are experiencing adjustment problems. (V)
- School effectiveness principles and practices were employed in 52 public schools. (II, VI)

	Federal and Other Funds				
	Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
	1	$ 53,106	-	-	$94,316,051
	22	1,623,787	$ 603,895	$ 8,569	-
	21	1,536,535	2,977,369	9,700	-
	44	$3,213,428	$3,581,264	$18,269	$94,316,051



This division provides systems and services to support the State Department of Education's financial functions and to enhance the agency's effective management and operation.

The Division of Management and Budget is composed of four functional units: School Finance and Fiscal Analysis; Bureau of Grants Processing; Budget, Allotment, Payroll, Property Control and Management Systems; and Accounting, Payments and Purchasing. These four operating offices support the agency's activities in the areas of data collection, verification and reporting for financial and personnel management, grants processing and information management.

Budget, Allotment, Payroll, Property Control and Management Systems

This unit coordinates a budget development process which ensures that an orderly, complete, accurate and timely budget request is prepared; prepares, monitors and processes payrolls, inventories and leases; operates the central stockroom; and provides centralized mail and duplicating services to the agency. The management systems unit assists the division in information management, and monitors audit recommendations and forms review.

Accounting, Payments and Purchasing

The Accounting Unit performs all functions required to record and report all financial transactions of all funds received and dispersed by the agency on time and accurately.

Payments and Purchasing perform all functions required to provide a centralized system for purchases, payments and contract processing for the agency in compliance with state regulations.

School Finance and Fiscal Analysis

This unit provides the State Board of Education with information and analysis to help the Board evaluate and improve state school finance equalization formulas and student equity. It provides data to the State Board of Education, other state and local policy makers, State Department of

Education staff, local school districts and concerned members of the public regarding the financing of schools in Connecticut and other states.

Bureau of Grants Processing

This bureau ensures that the local school districts of the state, other eligible local education agencies, and other eligible state agencies receive their proper share of state and federal grants-in-aid for educational purposes, based on local reports and other substantiating materials processed through the bureau. The staff conducts reviews and provides technical assistance to grant recipients in order to ensure compliance with current state and federal legislation and regulations. The bureau produces information useful for policy making and management relative to the impacts, implications and analysis of legislation affecting grants-in-aid. Budget projections and analysis used in developing and monitoring the agency budget also are provided by this bureau.

Table 4
Division of Management and Budget
Resources

	General Fund					
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equipment	Grants and Other Payments
Division Director	8	$ 264,322	$ 220,965	-	$260,528	-
Budget, Payroll, Property Control and Management Systems	28	747,222	785,419	-	20,976	-
Accounting, Payments and Purchasing	50	1,371,344	34,851	-	31,683	-
Bureau of Grants Processing	26	832,920	50,810	-	4,280	$904,916,818
Division Total	112	$3,215,808	$1,092,045	-	$317,467	$904,916,818

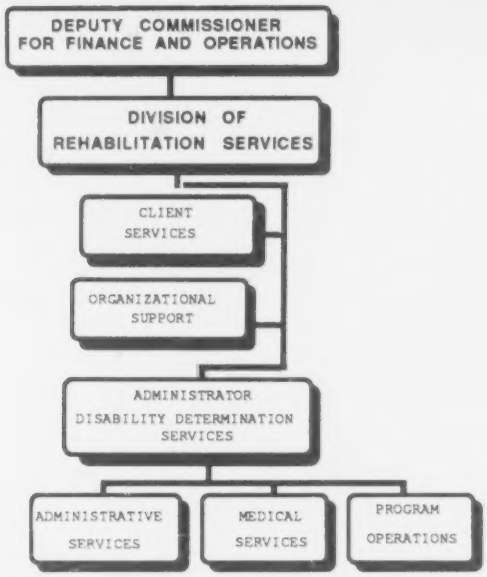
Major Achievements

The accomplishments of the Division of Management and Budget in 1987-88 relate particularly to State Board of Education Goals I and VII.

- Developed a major new education equalization grant program to replace, beginning in 1989-90, both the current Education Equalization grant and the Education Enhancement aid program. (Board Goal I)
- Conducted grant workshops on proposed legislation dealing with the Education Cost-Sharing Grant. (I)
- Implemented enhancements to automated fiscal data collection and reporting systems which directly improved the agency's ability to produce more timely and accurate reports. (VII)

Federal and Other Funds				
Positions	Personal Services	Other Expenses	Equip-ment	Grants and Other Payments
1 *	-	-	-	-
-	-	-	-	-
3 *	-	-	-	-
9 *	-	-	-	-
13 *	-	-	-	-

* These positions are supported by funds reported in other operating divisions of the agency.



The mission of the Division of Rehabilitation Services is to provide services to individuals and organizations to enhance the self-sufficiency and productivity of persons affected by disability. The division provides individuals with a wide range of services including vocational guidance, counseling, training, independent living services and job placement. The staff also administers a program to determine the eligibility of applicants for benefits under the Social Security Disability Act of 1954, as amended.

Functionally, the division is composed of the Bureau of Client Services, the Bureau of Organizational Support, and Disability Determination Services.

Bureau of Client Services

The bureau provides direct individualized services to clients under state- and federally-funded programs of vocational rehabilitation and independent living. Through a network of district and local offices, and in cooperation with rehabilitation facilities and community-based programs, clients receive individualized planned services to enhance their employability and self-sufficiency. To expand and improve the bureau's services to clients, staff perform the functions described below.

Independent living services: coordination of the provision of independent living services to increase the functional independence of persons with severe disabilities not currently eligible for the vocational rehabilitation program. This is done through the oversight of grant-funded, community-based, consumer-controlled centers, and through the administration of a comprehensive service delivery system.

Facilities: oversight of the provision of services through rehabilitation facility programs and assistance concerning the expansion and development of community-based services.

Casework consultation: provision of consultation and technical assistance on unusual or extraordinary issues relating to the service needs of individual clients, including architectural and rehabilitation engineering consultation, and on systems to improve the quality and efficiency of the service delivery process.

Placement: coordination and consultation with staff, community-based organizations and employers to enhance employment opportunities.

Social Security: liaison with the Social Security Administration programs to initiate rehabilitation services to recipients of Social Security Disability Insurance and Supplemental Security Income benefits.

Bureau of Organizational Support

This bureau coordinates administrative and technical support services to ensure the provision of comprehensive high-quality services to clients. Through the use of federal/state grants, cooperative efforts with other agencies, and the provision of technical assistance, the bureau fosters the development of new or the expansion of existing services to clients. Its varied functions are summarized here.

Program planning and development: development and monitoring of a strategic plan, preparation of state and federal planning documents, administration of grant programs and development of cooperative agreements with other agencies.

Program evaluation: coordination of data analysis, program monitoring, quality assurance and dissemination of research information.

Management information systems: coordination and integration of client and fiscal databases and the development of efficient interoffice electronic communication and support services.

Research utilization: dissemination of information to staff and the public regarding division programs and activities as well as developments in the field of rehabilitation.

Human resource development: coordination of staff recruitment, selection and professional staff development.

Medical consultation: coordination of recruitment and selection of qualified medical, psychological and other health care professionals, evaluation of the quality of medical reports, provision of training to staff and medical consultants, and maintenance of agency fee schedules.

Client outreach: facilitation of client advocacy and outreach.

Disability Determination Services

In accordance with federal law and Social Security Administration regulations, Disability Determination Services (DDS) makes determinations on claims for cash benefits under the Social Security Disability Insurance (SSDI) and Supplemental Security Income (SSI) programs. DDS is comprised of three bureaus:

The **Bureau of Medical Services** facilitates the timely collection of documentation and medical evidence relating to disability claims, provides liaison and training to the medical community regarding Social Security disability programs, and coordinates specialty consultative examinations;

The **Bureau of Program Operations** documents and analyzes medical and vocational evidence to determine claimant eligibility for disability benefits; and

The **Bureau of Administrative Services** provides the support services necessary to implement the goals of these programs, including fiscal operations.

Major Achievements

The accomplishments of the Division of Rehabilitation Services relate particularly to State Board of Education Goal III—to improve skills for future employment. During fiscal year 1987-1988, the division:

- Provided vocational rehabilitation counseling, evaluation, planning, physical and mental restoration, training, job placement and post-employment services to 14,648 persons with physical or mental disabilities. Of these, 1,906 were rehabilitated. Of the individuals whose cases were closed rehabilitated, 58.2 percent were considered to have a severe disability.

- Adjudicated 25,104 claims for Social Security Disability Insurance and Supplemental Security Income benefits, with an average case processing time of 70.2 days. The quality and accuracy level, which was at 94.6 percent, exceeded federal requirements by four percent.

- Established a statewide toll-free hot line to provide information regarding the division's programs and activities to the general public and to encourage ongoing input from consumers.

- Implemented computerized systems for the following: caseload fiscal accounting, including the generation and tracking of authorizations, invoices and payments; agency personnel activities; the newly established supported employment program; and desktop publishing.

- Secured state funds through the budget option process to provide cognitive and vocational adjustment training to 70 clients with traumatic brain injuries who, without such funding, would not be eligible for services.

- Strengthened interagency service coordination by:

  -- amending a cooperative agreement with the Board of Education and Services for the Blind to enhance the coordination of referral procedures and institute a process for the review of cases before closure to ensure that deaf/blind clients receive appropriate individualized rehabilitation services.

  -- initiating an interagency cooperative agreement among the Department of Mental Health, Department of Mental Retardation, Board of Education and Services for the Blind and the Division of Rehabilitation Services to coordinate service delivery and funding for individuals with severe disabilities.

  -- revising the cooperative agreement between the Veterans Administration and the division to improve referral procedures and service delivery to clients of both agencies.

- Continued a strong commitment to provide individualized rehabilitation services to deaf and hearing-impaired clients through the hiring of additional specialized staff.

- Strengthened linkages with school districts to allow for smooth transition from school to work for students with disabilities through:

  -- administration of a state-legislated project to expand vocational rehabilitation services to secondary schools in Bloomfield, Hartford, West Hartford and Wethersfield;

  -- increased statewide coordination with local education administrators, special education personnel and planning and placement teams;

  -- training school district staff regarding Individual Transition Plan legislation; and

  -- increasing from seven to nine the number of rehabilitation counselors in the division assigned to work exclusively on transition from school to work.

- Established two consumer-controlled, community-based Centers for Independent Living to serve the northwestern and southeastern areas of the state.

- Established a State Independent Living Council to advise the division on the development and expansion of independent living programs in the state.

- Enhanced supported employment opportunities by:

  -- securing $440,000 in federal funding for the second year of a five-year grant from the U. S. Department of Education, Office of Special Education and Rehabilitative Services;

Table 5
Division of Rehabilitation Services
Resources

	General Fund					
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equip-ment	Grants and Other Payments
Division Director	1	$ 68,025	$6,658	-	-	$3,973,904
Disability Determination Services	-	-	-	-	-	-
Bureau of Client Services	7	311,592	-	-	-	-
Division Total	8	$379,617	$6,658	-	-	$3,973,904

-- developing and implementing guidelines and hourly rates for the provision of time-limited supported employment services; and

-- soliciting proposals from community-based service providers to develop innovative supported employment opportunities.

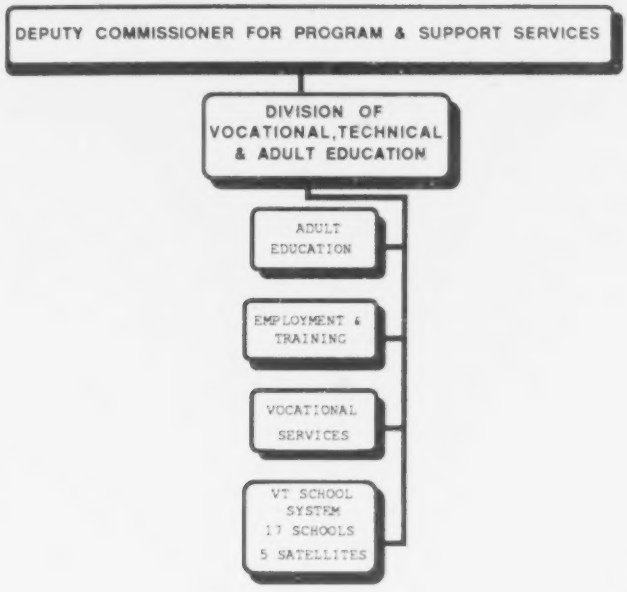
- Developed a quality assurance system to evaluate case management procedures and identify staff development needs.

- Established a strategic planning committee, hosted ten public forums to determine rehabilitation needs of individuals with severe disabilities, and conducted a planning retreat to identify goals and objectives for the division's five-year strategic plan.

- Implemented joint conferences with the Departments of Mental Health and Mental Retardation, the Governor's Committee on Employment of The Handicapped, the Corporation for Supported Employment, the Connecticut Association of Rehabilitation Facilities, and the Connecticut Association of Persons With Learning Disabilities.

- Established a 51-member committee composed of persons with disabilities, legislators, employers and representatives from public and private agencies to advise the division on planning and policy development. The committee elected officers and developed a mission statement, bylaws and standing committees.

	Federal and Other Funds				
	Positions	Personal Services	Other Expenses	Equip-ment	Grants and Other Payments
	-	-	$ 34,060	$58,325	-
	95	$ 5,093,743	3,163,537	-	-
	201	7,249,326	2,028,640	-	-
	296	$12,343,069	$5,226,237	$58,325	-



The Division of Vocational, Technical and Adult Education is comprised of the Vocational-Technical School System and three bureaus devoted to adult education, employment and training, and vocational services.

The division operates the regional vocational-technical schools and satellites; plans, funds, evaluates and provides technical assistance for secondary, postsecondary and adult vocational education programs; provides youth and adult job training and adult basic education; administers the General Educational Developmet (GED) or high school equivalency program; approves private occupational schools; and provides administrative services for the State Occupational Information Coordinating Committee (SOICC).

Vocational-Technical School System

The state's Vocational-Technical School System consists of 17 regional vocational-technical schools and five satellite operations. The schools' mission is to provide intensive occupational-specific training below the associate degree level. This equal opportunity program is offered for youth and adults in collaboration with business, labor and community groups in preparation for the demands of the 21st century.

Academic instruction is provided to ensure that students will be career-directed and will possess communications, problem-solving and citizenship skills which allow them to be productive, adaptable and contributing members of society. The goal of the regional vocational-technical schools is to increase employability of Connecticut citizens and to stimulate economic growth by providing comprehensive training in 44 occupational areas. Although the primary population served is high school students who receive both an academic program and trade training, adults participate in postgraduate, apprenticeship and adult programs.

Curriculum and teaching. Staff consultants provide direction and consulting services for academic and trade programs offered in the schools.

School services. Consultants offer assistance and direction concerning guidance, special education, remedial reading, bilingual education, Chapter 1 program and psychological services provided in the schools.

Adult students. A variety of programs for adults is offered by the vocational-technical schools. Postgraduate extension programs, primarily for individuals who are registered apprentices, are carried out in cooperation with the Connecticut Apprenticeship Council, which sanctions apprenticeship training in the state. Evening Trade Extension classes meet the needs of a variety of students. The schools also provide supplementary classes designed to provide additional training or upgrading for persons employed in a trade or health field, and offer trade preparatory classes to prepare individuals for employment in a trade or related field. In addition, courses for lifelong learners are offered in many schools.

Building operations and maintenance. The staff is responsible for managing all renovations and new construction for all the schools in the system.

Bureau of Adult Education

The Bureau of Adult Education continuously seeks to improve the availability and quality of education and training for adults. The two units which carry out the activities of the bureau are the Basic Skills Unit, which includes the Adult Education for Basic Skills and High School Equivalency Testing sections; and the Adult Vocational Education Unit, which includes the Private Occupational School Approval, Veterans Education, and Special Vocational/Adult Projects sections.

Adult education for basic skills. Staff members develop programs and provide technical assistance primarily to help communities, businesses and other groups target the needs of youth and adults who are served, including those who have dropped out of school prior to completing 12th grade, those who do not read, write and compute at the secondary level, those who are non-English-speaking and those who need vocational and occupational training. This unit also issues Statement of Age Certificates to youth seeking jobs and Vocational Permits to youth on probation. It also staffs the Coalition for Literacy.

State high school diploma program. Staff members administer the General Educational Development (GED) testing program, which appraises the educational development of adults who leave school before completing their formal high school education. The program provides Connecticut adults with a second chance to obtain a high school diploma. In 1987-88, 6,711 state residents took the GED examination; as a result, 4,523 diplomas were awarded to successful applicants (4,246 passed the English form and 277 passed the Spanish form). The section also reviews other credentials and evidence for awarding the diploma in accordance with state statute.

Private occupational school approval. The staff reviews and recommends for approval private occupational schools which offer programs designed to provide skills for employment in particular trade, industrial or service occupations and enroll 32,400 students. Certification of authorization from the commissioner of education, required by statute for program approval, is based upon the results of staff inquiries into the adequacy of course content, training and experience of instructors, financial stability and responsibility of the school and truthfulness of advertising claims. This section, in addition, monitors the Private Occupational School Protection Fund.

Veterans education. This section is responsible for approving programs of education enabling eligible veterans, their eligible dependents and service persons who enroll in these

programs to receive educational assistance benefits from the Veterans Administration. Staff members act as agents for the State Board of Education, which has been designated as the State Approving Agency for evaluating, approving and supervising Connecticut-based schools. Staff participate in seminars and meetings with state and national veterans groups and periodically issue school and course directories and other information for veterans.

Bureau of Employment and Training

The Bureau of Employment and Training administers three programs, Jobs for Connecticut Youth, the Job Training Partnership Act and the Vocational Education Grants for Excellence (VEGE), which serve to prepare disadvantaged out-of-school youth and adults, single parents and homemakers to enter the work force. It also administers the gender equity provisions of the Vocational Education Act and the Methods of Administration for Civil Rights Compliance, and provides administrative services for the State Occupational Information Coordinating Committee.

Jobs for Connecticut Youth (JCY). JCY continued to demonstrate the importance of focusing on coordination and collaboration in the planning and delivery of services for at-risk youth. The initiative involves representatives from local business, industry, education, labor and public service organizations. They are organized into ten Area Action Teams (AATs) responsible for planning, coordinating, funding and evaluating programs which make maximum use of existing resources, avoid duplication and engender community support. Four new areas were organized during the program year. During the 1987-88 program year, 1,009 at-risk youth participated in basic skills and vocational training programs at an average cost of $677 per participant. Staff from the division assisted local personnel in coordinating the use of the federal, state and local resources available.

Job Training Partnership Act (JTPA). The Employment and Training Bureau staff administers the State Education Coordination and Grants program authorized under the federal Job Training Partnership Act. Staff members work with a broad spectrum of local agencies in planning, designing and conducting a variety of programs to provide training and services to disadvantaged Connecticut residents. Program efforts during 1987-88 focused on basic skills, dropout prevention and occupational training for hard-to-serve populations.

Gender equity coordination. Staff activities are designed to increase the access of males and females to the full range of vocational and career options available and, based on the personal talents and interests of students, to eliminate traditional sex stereotyping in vocational choices. The staff manages the displaced homemaker, single parent and adult education programs under the Carl D. Perkins Vocational Education Act. These programs provide support services, including vocational counseling, prevocational training and occupational training, and provide to local school district staff and students in-service programs to eliminate sex bias. These activities are coordinated through the Vocational Education Grants for Excellence (VEGE).

Civil rights enforcement. The Bureau of Employment and Training administers the agency's methods of compliance with the civil rights regulations which are binding on the State of Connecticut. The agency carries out its responsibilities through a combination of on-site reviews and desk audits to determine if vocational programs are operating in compliance with federal civil rights laws, including Title IV of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

State Occupational Information Coordinating Committee (SOICC). SOICC's activities serve to improve the skills for future employment of students and adults in the state. This is done through providing career and labor market information for use in career decision making,

as well as providing occupational information for use by educational planners and job training officials.

Bureau of Vocational Services

The Bureau of Vocational Services assists local school districts with a wide range of services designed to enhance the quality of vocational education programs.

Curriculum and program development. The staff develops, updates and disseminates vocational curriculum and guidelines for vocational programs, including special services and activities for disadvantaged students and students with disabilities. Staff members work closely with professional and business associations and higher education institutions to maintain the quality of vocational education instruction and to provide both preservice and in-service activities for professional personnel.

The staff encourages the development of exemplary programs and projects designed to improve the delivery of vocational programs and to identify and disseminate information about successful vocational education program practices. The bureau provides technical assistance in the areas of business education, consumer and occupational home economics, diversified occupations, health occupations, industrial arts, marketing and distributive education, vocational agriculture education and vocational guidance.

Formula and competitive grants. The staff provides technical assistance to all local school districts, institutions, contractors or others who receive vocational entitlements or grants under state and federal legislation. Staff members help recipients prepare grant applications and review and process proposals for competitive grants and special projects.

Vocational education program compliance. The staff monitors up to 20 percent of all entitlement programs in a process which includes on-site visits and written evaluations.

Vocational student organizations. The staff coordinates the activities of seven vocational student organizations with an active membership of nearly 12,000 students: the Connecticut Council of Vocational Student Organizations (CCVSO); American Industrial Arts Student Association (AIASA); Distributive Education Clubs of America (DECA); Future Business Leaders of America (FBLA); Future Farmers of America (FFA); Future Homemakers of America/Home Economics Related Occupations (FHA/HERO); and Vocational Industrial Clubs of America (VICA). Staff duties include supervising students participating in state, regional and national activities; providing in-service programs for present and prospective local and state advisors and officers; and conducting seminars and conferences to help young adults develop vocational competencies as well as awareness of civic, social and moral responsibilities. Staff members also endeavor to establish relationships with the business and industrial communities and to encourage relevant, up-to-date vocational instruction in local high schools.

Major Achievements

The diverse activities of the Division of Vocational, Technical and Adult Education relate to six of the State Board goals.

- Accomplished a major refocusing of Administrative Services for increased accountability and technological efficiency. (Board Goal VIII)

- Participated in the BEST Program with two pilot schools. (VI)
- Made major purchases of high technology equipment to keep trade programs current with business and industry. (VI)
- Utilized the Connecticut Mastery Tests for student admission, program instruction and compensatory education. (VI)
- Participated in the Common Core of Learning Program at the Ella T. Grasso Southeastern Regional Vocational-Technical School. (VI)
- Conducted professional development training for administrators and instructors. (II)
- Expanded the pupil personnel services and programs for gifted and talented students. (I)
- Developed protocols for responding to student needs in areas such as substance abuse, suicide prevention and child abuse. (I)
- Processed $2,750,000 in new equipment purchases. (VI)
- Opened the Sikorsky Satellite with an avionics and aviation emphasis. (III)
- Participated in the Apprentice Task Force. (IV)
- Participated in the NASA Christa McAuliffe Fellowship Program by setting up two satellite dishes. (VI)
- Served 46,569 students in mandated adult education courses, including 35,862 students who attended classes for 12 hours or more. (IV)
- Provided assessment training to 13 school districts in the Connecticut Adult Performance Program (Project CAPP), a competency-based initiative being implemented statewide. (IV)
- Conducted initial awareness training of Project CAPP for an additional 12 school districts, bringing the total to 31 participating districts. (IV)
- Coordinated a data collection plan as a tool for evaluation of CAPP programs. (IV)
- Formulated a plan for CAAP Adult Education Institutes and field tested four English as a Second Language modules. (IV)
- Cosponsored a November conference, "What Works in Adult Literacy," in which more than 200 participants from education, government and business heard Governor William A. O'Neill deliver the keynote address. (IV)
- Distributed $4.86 million (estimated) in state funds and $1.3 million (estimated) in federal funds to 162 programs and special projects for adult education programs to teach basic skills, English as a Second Language, secondary school preparation and functional competencies to undereducated adults, and to train adult education professionals. (IV)

- Formulated and implemented a long-range plan linking a partnership with Union 1199, a group of convalescent homes in various areas of Connecticut, and Bureau of Adult Education programs, in order to deliver training opportunities from literacy and English as a Second Language, through high school completion, and on to specialized healthcare occupational training. (III, IV)

- Designed a major initiative between the State Department of Education and the Department of Income Maintenance to provide a formalized comptetency-based management system which would assess the literacy, math and basic skills levels of incoming AFDC/JC clients. (IV)

- Initiated Linkages for an Education And Rehabilitation Network (L.E.A.R.N.) for special adult learners with the Division of Rehabilitation Services in order to develop a referral process, establish local cooperative agreements for the purchase of services and ensure ongoing communication between the two agencies. (III, IV)

- Provided technical assistance to 74 adult education programs. (IV)

- Developed and executed on behalf of the Coalition for Literacy a program which provided eight mini-grants to organizations throughout the state to establish regional literacy coalitions. (IV)

- Utilized federal staff development funding to provide local, regional and statewide professional development workshops and institutes. (III, VI)

- Coordinated the participation of 6,711 state residents in the General Educational Development (GED) examination, awarding 4,523 state high school equivalency diplomas to successful applicants; 4,246 passed the English test form and 277 passed the Spanish test form. (IV)

- Issued 286 honors diplomas. (IV)

- Initiated a writing institute at the annual adult education conference in order to introduce the new writing portion of the GED examination. (IV)

- Conducted evaluations of 48 currently approved private occupational schools as part of the renewal of authorization process. (III, IV)

- Provided consultation services to the 94 approved private occupational schools in such areas as development of school catalogs and programs, advertisements, enrollment agreements and educational program revisions. (III, IV)

- Reviewed 32 new schools for possible operation as private occupational schools, conducted 15 on-site evaluations concerning school approval, and recognized 5 schools for approval as private occupational schools. (III, IV)

- Planned, organized and hosted a two-day national conference for state administrators of private occupational schools at which 40 participants discussed mutual problems and attended seminars regarding state regulatory responsibilities. (III, IV)

- Evaluated 134 applications from participating educational institutions for the approval of new or revised programs. (IV)

- Monitored two Interdistrict Cooperative Grants which assisted districts in providing a full range of programs in the face of declining enrollments and growing economic restraints. Ninety-two school districts with approximately 14,000 students ranging from kindergarten through Grade 12 participated in 64 educational programs addressing areas such as telecommunications, marine and inland science, the arts and substance abuse. (III)

- Coordinated the activities of the Vocational Education Technical Committee on Employability Skills under the Carl D. Perkins Act. This committee conducted an inventory of employability skills required for entry into and advancement in vocational training related occupations, and developed recommendations for the improvement of curricula. (IV)

- Designed and implemented a computerized data collection to be used specifically for displaced homemaker and single parent programs operated under Vocational Education Grants for Excellence (VEGE). (III, IV)

- Implemented plans for the establishment of a Center for Vocational Equity Research and Training at the University of Connecticut. (III)

- Prepared and distributed 70,000 copies of *Connecticut Career Paths*, a publication dedicated to assisting Connecticut residents in the career decision-making process. (III)

- Completed the five-year goal of expanding Jobs for Connecticut Youth to ten regions of the state. (III)

- Published and distributed statewide three SOICC newsletters highlighting new developments and trends relating to career and labor market information. (III)

- Provided funding for the expansion of a collaborative project to train low-income women in technical fields (a collaborative effort of several state agencies and private industry). (III)

- Administered $1 million in federal and $2 million in state funds in grants for high technology equipment. (III)

- Implemented a new Vocational Education Magnet School grant and an aquaculture grant. (III)

- Curricula awarding college credit for vocational courses taken in comprehensive high schools were developed in cooperation with the community colleges. (III)

Table 6, Division of Vocational, Technical and Adult Education Resources, appears on the following pages.

Table 6
Division of Vocational, Technical and Adult Education Resources

	General Fund					
	Positions	Personal Services	Other Expenses	Other Current Expenses	Equipment	Grants and Other Payments
Division Director	7	$ 327,699	$ 192,040	-	-	-
Bureau of Adult Education	17	655,395	174,606	-	-	-
Bureau of Employment and Training	2	-	39,521	$1,170,046	-	-
Bureau of Vocational Services	6	245,740	201,098	-	-	-
Regional Vocational-Technical Schools	1,527	46,241,561	8,847,536	-	$935,633	-
Division Total	1,559	$47,470,395	$9,454,801	$1,170,046	$935,633	-

Federal and Other Funds				
Positions	Personal Services	Other Expenses	Equipment	Grants and Other Payments
6	$ 133,146	-	-	$5,510,111
6	93,532	$ 3,021	-	-
9	333,989	2,468	-	-
33	1,228,034	466	-	-
34	2,311,728	34,446	-	-
88	$4,100,429	$40,401	-	$5,510,111

It is the policy of the Connecticut State Board of Education that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any program, including employment, because of race, color, sex, national origin, religion, age, mental or physical disability, mental retardation, or marital status.

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